DOCUMENT RESUME

ED 149 102 08 CE 014 338

TITLE	Professional Teacher Education Module Series. Arrange for Improvement of Your Vocational Facilities, Module E-3 of Category E--Instructional Management.
INSTITUTION	Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	77
NOTE	29p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591
AVAILABLE FROM	American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.00)
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Classrooms; Educational Equipment; Educational Facilities; Facility Expansion; *Facility Improvement; Facility Planning; Facility Requirements; *Learning Activities; Learning Experience; Learning Modules; Post Secondary Education; *Program Administration; School Shops; Secondary Education; Study Facilities; Teacher Education Curriculum; *Teaching Skills; *Vocational Education

ABSTRACT

This third in a series of nine learning modules on instructional management is designed to help secondary and postsecondary vocational teachers achieve competence in arranging to improve vocational facilities by (1) evaluating present resources, (2) identifying need for improvement, (3) obtaining and reporting information about technological innovation that affects facilities, and (4) using information gathered in the preparation of plans to improve facilities. Introductory sections relate the competency to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include information sheets, a vocational facilities checklist, a self-check quiz, model answers, a case study critique, a model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional management are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BL)

ED149102

MODULE

E-3

Arrange for Improvement of Your Vocational Facilities

MODULE E-3 OF CATEGORY E—INSTRUCTIONAL MANAGEMENT
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Joel H. Magisos

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

The Center for Vocational Education
The Ohio State University

KEY PROGRAM STAFF:

James B. Hamilton, Program Director

Robert E. Norton, Associate Program Director

Glen E. Fardig, Specialist

Lois G. Harrington, Program Assistant

Karen M. Quinn, Program Assistant

Copyright 1977 by The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

Copyright is claimed until January 14, 1982. Thereafter all portions of this work covered by this copyright will be in the public domain.

This work was developed under a contract with Department of Health, Education, and Welfare, National Institute of Education. However, the opinions and other content do not necessarily reflect the position or policy of the Agency, and no official endorsement should be inferred.

1977

ISBN 0-914452-72-X

Published and distributed by the **American Association for Vocational Instructional Materials (AAVIM),** 120 Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586.

CE 014 358

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University 1960 Kenny Road Columbus Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AA VIM

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS

Engineering Center
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

One of the reasons vocational teaching is so stimulating and challenging is that it is constantly changing and developing. No two school years, and no two groups of vocational students are quite alike. Instructional techniques and materials improve, new students enroll in the program, the objectives of the program may change, and the instructional subject matter varies in response to technological advances in the occupation.

But, this very quality of change places heavy responsibility on the teacher to make the vocational program keep pace. As one crucial element of the ever-developing program, the **physical facilities** must constantly be examined to make sure that they support the best possible instruction. As a vocational teacher, you must reevaluate your facilities at regular intervals and determine what improvements are needed to keep your program up to date, and your students fully prepared to enter the occupation.

The vocational facility includes everything that is built or installed to serve the occupational training program. Thus, the vocational classroom, laboratory, equipment, and tools are all parts of the facilities. Also included are support areas for which you have direct responsibility, such as storage areas, outdoor service areas, or a resource center with its associated media equipment.

Of course, vocational teachers do not have sole control of the school's facilities. Making the needed improvements must, of necessity, be a cooperative effort involving the teacher as well as the school administration. However, as an expert in your field, you are in the best position to be aware of technological and occupational changes, and to be able to determine their implications for your instructional program. You are the one who should inform the administration of the need to improve your facilities, and you have the responsibility for arranging for your plans to be carried out.

This module is intended to help you achieve competence in arranging to improve your vocational facilities. You will learn how to evaluate your present resources and identify need for improvement, how to obtain and report information about technological innovation that affects your facilities, and how to use this information in the preparation of plans for improving your vocational facilities.

ABOUT THIS MODULE

Objectives

Terminal Objective: While working in an actual school situation, arrange for improvement of your vocational facilities. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 25–26 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the important considerations involved in, and the procedures for, improving your vocational facilities (*Learning Experience I*).
2. Given a case study describing how a hypothetical teacher planned improvements in his program facilities, critique the performance of that teacher (*Learning Experience II*).

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

A vocational director or experienced teacher in your occupational specialty or service area with whom you can discuss procedures for improving vocational facilities.

Learning Experience II

No outside resources

Learning Experience III

Required

An actual school situation in which you can arrange for improvement of your vocational facilities.

A resource person to assess your competency in arranging for improvement of your vocational facilities.

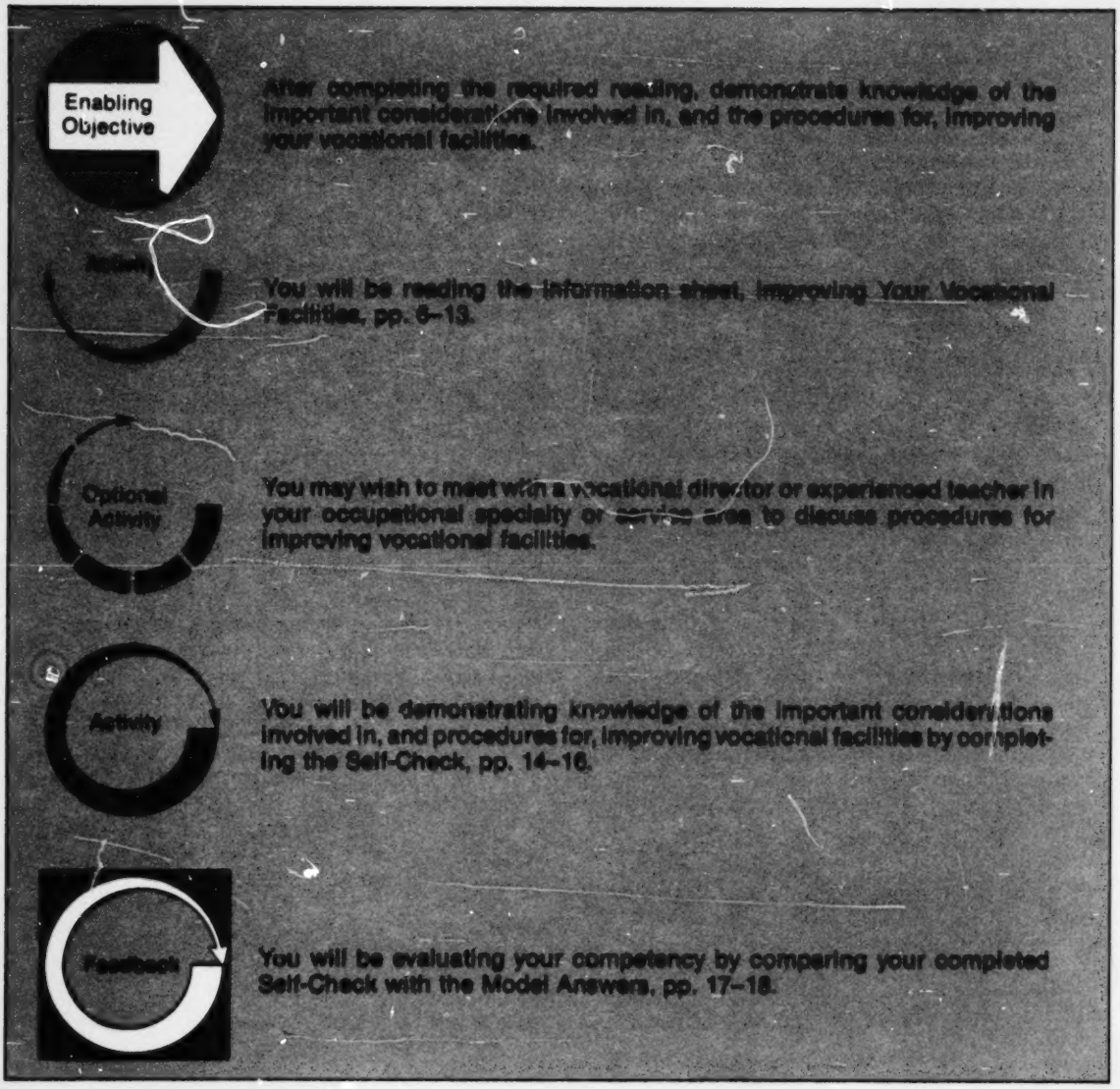
NOTE: In evaluating your vocational facilities for possible improvement, it is very helpful to use a checklist that identifies current safety and health regulations. Such a comprehensive self-inspection checklist is included as Chapter IV in the following recommended supplementary reference: Wahl, Ray. *A Safety and Health Guide for Vocational Educators: An Instructional Guide with Emphasis on Cooperative Education and Work-Study Programs.* Harrisburg, PA: Pennsylvania Department of Education, Bureau of Vocational Education, 1977.

This module covers performance element number 171 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW


Enabling Objective
After completing the required reading, demonstrate knowledge of the important considerations involved in, and the procedures for, improving your vocational facilities.
Activity
You will be reading the information sheet, Improving Your Vocational Facilities, pp. 6–13.
Optional Activity
You may wish to meet with a vocational director or experienced teacher in your occupational specialty or service area to discuss procedures for improving vocational facilities.
Activity
You will be demonstrating knowledge of the important considerations involved in, and procedures for, improving vocational facilities by completing the Self-Check, pp. 14–16.
Feedback
You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 17–18.

Activity

For information concerning the opportunities you will have for recommending changes and improvements in your vocational facilities, and the procedures to follow in evaluating your facilities, and planning and recommending needed improvements, read the following information sheet:

IMPROVING YOUR VOCATIONAL FACILITIES

As a vocational teacher, you will want to see that your students are provided with learning facilities as close to the ideal as possible. This concern will require your continued attention, because even the best facilities will eventually wear out, become out of date, or fail to meet the changed needs of your students. Over a period of years, the character of the **student body** may change, **enrollments** may rise or fall, and **new instructional methods** may be implemented in the school. Very likely there will be **technological advances** in the techniques, equipment, and materials used in your occupational area.

Of course, you as a teacher do not have complete control over the kind of facilities you have. However, there will be numerous opportunities for you to recommend changes and improvements for your present program. You may need to develop plans for the expansion, renovation, or redesign of your present facilities, or you may be involved in planning for an entirely new facility.

One such opportunity comes at the time your school or college is preparing for **regional accreditation.** As part of the documents that the institution must prepare for the accrediting agency, you need to provide information concerning the adequacy of your facilities. This is usually done by responding to a series of questions about facilities that are included in the accreditation standards. At the time of the evaluation committee's visit, these documents will be reviewed, and the vocational facilities will be examined to determine whether they meet the standards. The findings and recommendations of the evaluation committee can be powerful forces for needed change and improvement.

Another opportunity takes place when a **new addition** to your present building is contemplated, or if an entirely **new school building** is being planned. You may be asked to provide extensive input into the design of the facilities by supplying information about the facility requirements of your program. You may also have the chance to present fresh ideas for training facilities to the building committee and/or architect.

A third opportunity for facilities improvement is one which you create yourself. You can make **periodic reviews** of your facilities, identifying deficiencies and the need for change. Then, you can develop plans for improvement and work through the system to have your proposed plans supported and implemented.

No matter how the opportunity for improvement arises, a systematic approach to **evaluation** and **planning** is essential if you are to accomplish your objectives. It is not enough to have a vague notion that your facilities are no longer adequate. You need to examine your program and its facilities with a clear and objective eye, seeking answers to questions such as the ones that follow, and documenting the results.

Among the most important questions you should ask yourself are—

- What would an **ideal facility** consist of? If the ideal is not possible, what other plans would be acceptable?

- How **adequate** is the present facility in terms of helping to achieve the goals and objectives of the course of study?
- How **up to date** and complete is the equipment? How long can it be expected to remain so?
- What **technological advancements** and changes are likely to occur in the forseeable future? How are these going to affect the vocational facilities?
- What projections can be made about **future enrollments** and the nature of prospective students?
- Considering all the needed improvements, which changes are of the **highest priority** and which may be delayed somewhat without ill effect?
- How much would the needed changes **cost?** How can funding for this be found?

These questions can perhaps best be answered by separately examining a number of factors that affect vocational program facilities. Within each factor, there may be several sub-factors to be considered. You should gather as much information as possible and consider its possible effect on the type, amount, or organization of your facilities. In the section that follows, some of the major factors to consider are presented.

Changes in Enrollment

There are several ways in which the student body enrolled in your vocational program may change. Over time, the number of students may increase or decrease from that of the present enrollment. As a result of community change or school policies, students enrolled in your program may come from a different socioeconomic or ethnic group, or from a different age group. There may be an increased number of handicapped persons requesting training for your occupation, and you may get students who are not of the sex traditionally associated with that occupation (e.g., women who want to be plumbers and men who select training in child care).

There is not a one-to-one relationship between student enrollment and facilities, but you should consider possible needs. More, or less, space may be required, equipment with special controls for the handicapped may be needed, additional locked storage may need to be provided, or additional sanitary facilities may need to be built.

To find information about projected changes in enrollment, you should review any demographic data that is available in your school or community. You should also analyze any recent community surveys and examine manpower data to determine recent trends. In addition, administrators of your institution can help you recognize the possible implications of legal decisions or educational trends related to student enrollment. To get an idea of the practical effects of student change on facilities, you can visit vocational programs and talk to teachers who have learned how to cope with the facility needs of student bodies of the type you anticipate.

Change in Instructional Approach

Often overlooked is the fact that a change in instructional approach may have important implications for changes in instructional facilities. Occupational clustering, individualized instruction, competency-based instruction, an open entry/open exit organization—all may have considerable effect on the type of facilities required and the way the laboratory is organized. As plans for instructional improvement are developed, you should review your facilities to make sure you are in a position to implement the new plans.

Clustering (or grouping) the programs and laboratories which have similar characteristics may mean, for example, moving the welding facilities into the "construction" cluster from its traditional place in the metals program. **Individualized** programs may require less duplication of equipment because students may be at many stages of learning.

Competency-based instruction depends heavily on having a resource center conveniently available to students for individual study and work with media. Additional media equipment (especially slide/tape projectors and videotape playback units) may need to be provided. Adequate provision for organizing and storing instructional modules (or learning packages) is especially important for competency-based or **open entry/open exit** vocational programs. You should also consider the possibility that some existing facilities may no longer be useful in your reorganized program. For example, programs using a fully individualized approach may not need a formal classroom area at all.

At the same time that you are developing your instructional plans, you should review articles in professional journals, books, periodicals, and curriculum guides that deal with the proposed instructional approach. You can also talk to state department and university curriculum specialists to determine the implications of curriculum change on your specific program. In this way, it should be possible to have the facilities prepared when the new instructional approach is put into operation.

Changes in Governmental and Occupational Regulations

Not every occupational training program is directly affected by governmental regulations, but a great many are. These regulations can change, so you as a teacher need to be sure that your facilities meet current standards. In particular, safety regulations and environmental standards must be met if the program is to continue operating legally.

You should keep up with the latest requirements of the **Occupational Safety and Health Administration (OSHA)** as they pertain to your vocational program. Regulations dealing with the storage of hazardous substances or the ventilation of work areas may require improvements in your facility. State and local laws, such as those governing the periodic inspection of X-ray therapy equipment, for example, also have direct bearing on your program.

Environmental protection standards may have two kinds of effects: (1) your program may need to be updated by the addition of facilities or equipment to **teach** environmental protection techniques (e.g., exhaust analysis equipment in the auto tune-up shop), or (2) your laboratory may require the installation of special equipment to **reduce pollution** such as noise in the aircraft engine shop, or noxious fumes in programs where the fabrication of plastic materials takes place.

You share the responsibility with your school administration to see that the necessary improvements are made in your program. Because of the legal questions involved, you should be able to get good cooperation from your local administrators in meeting these needs.

In order to keep informed of current governmental regulations, you should review recent publications of OSHA and the Environmental Protection Agency. An engineer or architect could furnish you with other relevant information. Such persons may be available through your college or the central office in your district. A visit to a local industrial or commercial site might give you ideas for the solution to your facilities problems. Your local advisory committee may also be very helpful in alerting you to changes in regulations and helping you to meet the requirements.

Changes in Technology

Perhaps the major factor in the improvement of your vocational facility is that of **technological advance.** There are probably very few occupational training programs that are not greatly affected by rapidly changing technology. Improved techniques are adopted, new equipment is put on the market, and new materials developed. Vocational teachers might be excused for feeling overwhelmed in spite of their efforts to keep up.

If your occupational training program is to remain a vital and stimulating one, and if your students are going to be able to take their rightful place in the occupation, you must constantly work to keep the facilities in line with the best accepted practice in the occupational field. This means that the **equipment** should be comparable to that used in the occupation. The **techniques** you teach should be those being currently applied, and the vocational **laboratory** should support instruction of the latest technology. Ideally, the **facilities** should be flexible enough so that they are not only adequate for present needs, but will meet future technological change as well. This is a big order, indeed.

In particular, equipping your vocational laboratory with the best and latest **machinery and test equipment** is a difficult task. Some of the new equipment is very expensive (e.g., numerically controlled machine tools) and may be beyond the budgets of some programs. Other equipment, even if it can be obtained as a gift from an industrial source, may be so large that it requires an expanded laboratory to house it (e.g., food packaging machinery). Some processes, such as explosive forming of metal, may be dangerous and re-

quire special facilities. In order to train students to operate or service some new equipment (e.g., home videotape recorders), the instructor may need to take additional training himself or herself.

It is easy for the busy vocational teacher to fail to keep totally abreast of technological advance in the occupation. In order to prevent this, you can do several things; for example, you can—

- talk to your advisory committee about current technology in the occupation
- review the latest occupational analyses for indications of what practitioners in the field are expected to be able to do
- review any available student follow-up studies to identify areas in your program that may be outdated
- visit industrial or commercial installations to observe new equipment and processes in operation
- visit exhibits at educational installations to observe new equipment and processes in operation
- visit exhibits at educational and industrial conventions to learn of technological advances and innovations in equipment and procedures
- read technical magazines and periodicals to find out what is happening in the occupation

As you make plans to improve your facilities, you may have to make some difficult decisions. Because of size, expense, or complexity, it simply may not be possible to include all technological improvements in your facility. You may have to decide to limit instruction, provide instruction on a simplified scale, or arrange for instruction in a particular area to be done with students through a field experience. However, first you should exhaust the possibilities of obtaining funding from your institution or gifts of equipment from industrial or commercial firms.

Probably, however, most technological advancements can be incorporated into your program with a minimum of expense and difficulty. If you are well informed and have made your plans properly, you may simply be able to teach new techniques by reorganized lesson plans and some fresh materials. As an older piece of equipment shows signs of age, you can be prepared to replace it with an improved model. If a new building is being planned, you can help to ensure that it is designed to house a modern occupational program. Many pieces of equipment can be modernized by the replacement of a few parts (e.g., converting machine tools to the metric system by replacing a set of gears or a lead screw).

Evaluating Your Present Facilities

While you are planning your facilities to meet future needs, you also should be thoroughly evaluating your present resources. By comparing what you now have with what is needed, you will be able to identify specific deficiencies. This list of deficiences can then form the basis of a plan for improvement.

Getting people involved will help you to gain a more objective appreciation of your present facilities. Your **advisory committee** can help you by carefully inspecting your facilities and making a report of strengths and weaknesses. Drawing on their experience and occupational expertise, they can also suggest ways in which the facilities can be improved.

Your own **students** may have valuable suggestions to make. Fellow vocational **teachers** in your occupational service area can visit your program, inspect the facilities, and provide fresh viewpoints on what needs to be done. Other faculty, school personnel, and people in the **community** can make contributions. All these individuals are more likely to support your efforts for improvement if they have had some involvement in the planning process.

You can get technical information and advice about vocational facilities by contacting **consultants** in your state department of education. **Specialists** from university vocational teacher education programs and from curriculum laboratories are often able to assist you in evaluating your present facilities. They may also be able to suggest ideas that have proven successful in other schools.

A convenient source of information on vocational facilities is the **literature** of your occupational area. You can find drawings and descriptions of exemplary facilities, and information about new equipment. This kind of information provides you with a basis for evaluating your own program. The same is true if you visit industrial plants or offices to determine how closely your facilities simulate occupational conditions.

One very useful technique for evaluating your facilities is to complete a checklist. This checklist should be designed to provide you with an objective measure of your present facilities and help point up areas needing improvement. An example of a general facilities checklist is provided in Sample 1. This checklist can be used to evaluate the overall conditions existing in any vocational laboratory. Of course, some of the items may not be applicable to your specific program.

This checklist (or one similar to it) can be completed by you, or by a small committee of perhaps three vocational teachers. In addition to the general checklist, you should devise special items specific to the unique needs of your occupational area. The completed checklists can then be examined, and a list of needed improvements can be drawn up in detail.

Constructing a Plan of Improvement

At this point, you should have (1) an objective evaluation of the state of your present facilities, (2) information about technological advances that should be incorporated into your program, (3) some projections about student enrollment and manpower needs as they may affect your facilities, (4) decisions on changes in instructional approach in your program, and (5) ideas from many sources concerning how best to improve your facilities. You will then need to organize your recommendations for improvement into a coherent plan.

The **plan** should be designed to be presented to the **school administration** for approval and implementation. It might also be used to inform community groups or individual donors and, thus, gain their support and possible financial assistance. The following items should be included in the plan for improvement.

Statement of occupational area.—Identify the occupational specialty for which you are planning facilities and the jobs in that occupational area for which you are training students. Review existing occupational analyses, catalogues of objectives, competency lists, and the *Dictionary of Occupational Titles*[1] to identify the needed competencies which will form the basis of instruction. It may be worthwhile to list the goals and objectives of your vocational program to help you justify the need for certain new or advanced equipment.

Statement of purpose.—This should be a justification of the need for improvement of the facility. As much as possible, the justification should be based on objective evidence. Cite present capacity and projected enrollments, data from a community survey in which employers indicate a need for training a greater number of workers in a particular area, or evidence of need for improvement from follow-up studies of former students. Present evidence of how technological change has made your facilities obsolescent.

Student data.—Indicate the general characteristics of the students in your program: their needs, interests, and ability to benefit from the training. The students' career objectives should correspond to the goals of your program. Indicate projected changes in the student body.

Specific plan.—Describe how the improved facilities will differ from the present ones in terms of equipment, space, tools, arrangement, or other characteristics.[2]

Other information.—Include any other documents, reports, or data you have used as a basis for your plans and recommendations. Cite any conferences with planning experts you may have had.

Alternative designs.—Include sketches of possible floor plans which might be adopted to satisfy the conditions in the "Statement of Purpose" and "Specific Plan" sections. You may wish to include a variety of plans, some of which reflect the ideal, and some of which include the minimal requirements. You may use illustrations from periodicals or copies of plans that illustrate your ideas.

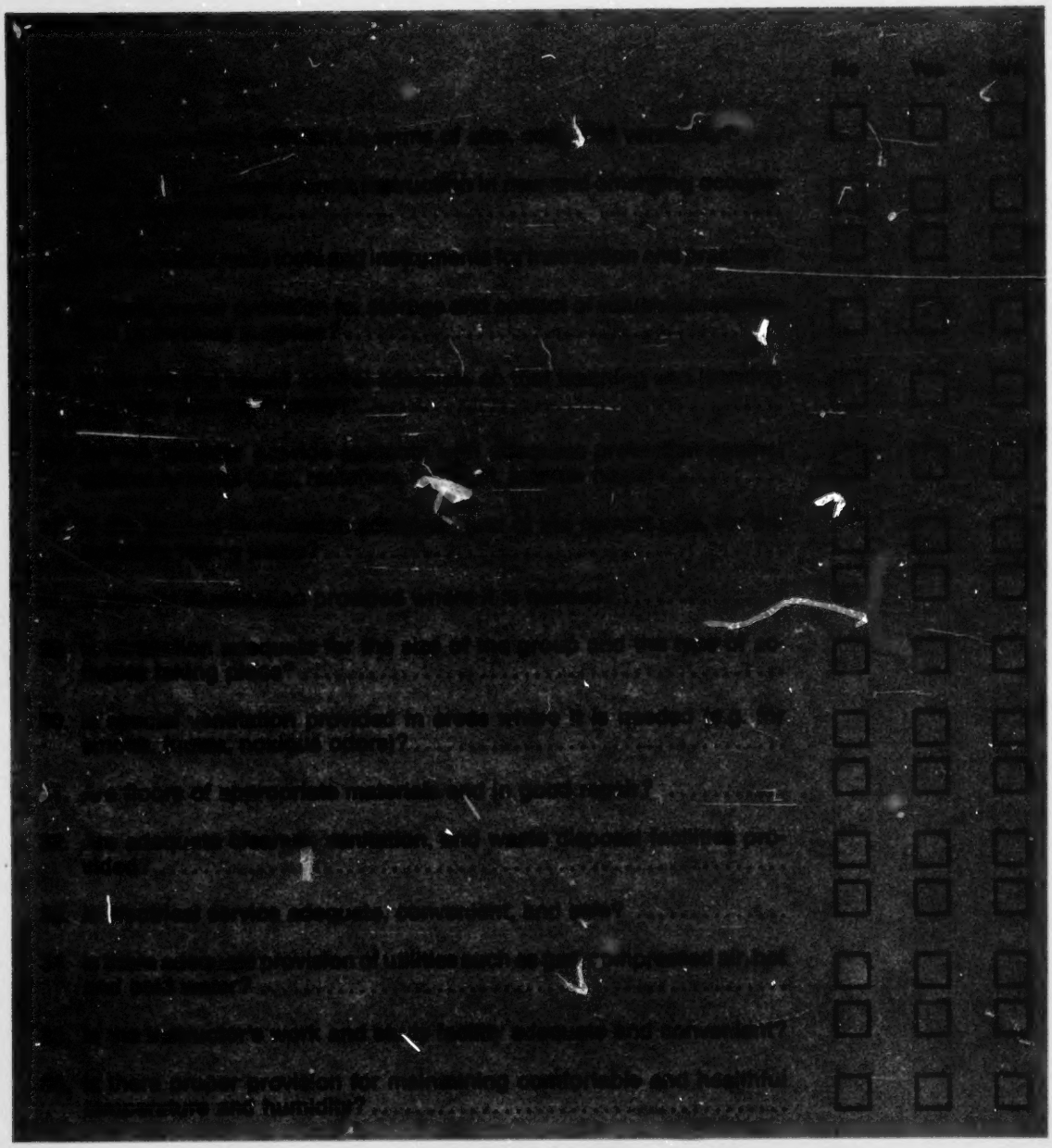
---

1. U.S. Department of Labor, Bureau of Employment Security, *Dictionary of Occupational Titles*, Volumes I and II, 1965. (**NOTE:** Updated editions of the DOT are published periodically.)
2. To gain additional skill in planning and designing your laboratory facilities, you may wish to refer to Module E–8, *Organize the Vocational Laboratory.*

SAMPLE 1

VOCATIONAL FACILITIES CHECKLIST

	No	Yes	N/A
1. Is the space adequate for the number of students enrolled and activities taking place?	☐	☐	☐
2. Is there sufficient space between work stations and equipment to prevent crowding and disruption?	☐	☐	☐
3. Are there adequate traffic lanes in addition to work and service spaces?	☐	☐	☐
4. Are there adequate areas for group and individualized instruction?	☐	☐	☐
5. Is there an appropriate instructional resource center either within the facility or convenient to it?	☐	☐	☐
6. Are appropriate assembly or fabrication areas available?	☐	☐	☐
7. Are adequate and appropriate outdoor auxiliary areas available for special instructional purposes?	☐	☐	☐
8. Are sufficient work stations provided for the number of students enrolled?	☐	☐	☐
9. Is there sufficient chalkboard and display space?	☐	☐	☐
10. Are partitions movable to provide flexibility to meet future needs?	☐	☐	☐
11. Are adequate exits and service entrances provided?	☐	☐	☐
12. Is there space left unassigned for later expansion or adjustment?	☐	☐	☐
13. Is there sufficient and appropriate bulk storage space for supplies and student projects?	☐	☐	☐
14. Is there proper storage for tools and instruments?	☐	☐	☐
15. Are the facilities for storing and handling instructional materials adequate?	☐	☐	☐
16. Is the facility suitable for the use of instructional media (e.g., transparencies, films, videotapes)?	☐	☐	☐
17. Does the arrangement of space and equipment compare favorably with that of the occupation?	☐	☐	☐
18. Is the facility attractive and appropriate to that of the occupation?	☐	☐	☐
19. Is the equipment up to date and comparable to that used in the occupation?	☐	☐	☐
20. Is the equipment adequate for the instructional activities taking place?	☐	☐	☐



Financial considerations.—Include any data which is essential to estimating the cost of each of the alternative plans. Include such items as the square footage of required laboratory space, storage space, and classroom and conference space. The cost of major pieces of equipment should also be indicated. Anticipated donations of equipment should be noted. In addition, technological advances—present or anticipated—which might involve increased equipment costs should be mentioned.

Priorities.—Indicate which items in the "Financial Considerations" section are essential to accomplishing the instructional objectives of an improved program. Your plan should indicate **all** additions, modifications, or deletions you consider essential to implement an ideal program. You may not, of course, get everything you ask for, so you need to indicate what your priorities are. You must determine which is **most** important and must come first.

Suggested procedures.—Make recommendations, on the basis of the information you have assembled, concerning what steps should be taken to implement your plans. You must present your plans for improved facilities to the proper authorities following the accepted procedures at your institution.

After you have drawn up your plan, you will need to **follow through** so that its recommendations will be implemented. First, you can present the plan to your **advisory committee** for their approval and endorsement. Secondly, you need to present it to your institution or school system **administration** with a formal request for its approval and appropriate action. In some cases, you may wish to go to the **community** for possible support, but this should only be done with the prior approval of your administration.

Your administrator has ultimate responsibility for obtaining **funds** to carry out your plan. Funds may come from the school's existing **capital improvement budget** or from a **special grant** from the school system. You may need to wait until the next fiscal year to include your request for improvement in the new budget as it is being prepared. For items of equipment, you may be able to personally locate businesses that are willing to **donate** new or usable equipment that will improve your program and, thus, ultimately improve the training of the workers they will be receiving. In any case, a facilities improvement plan, which is based on accurate information and is thoroughly developed, will go a long way in helping you get the kind of support you need to see it come to fruition.

You may wish to arrange through your resource person to meet with a vocational director, or an experienced teacher in your service area, to discuss procedures for improving vocational facilities. At this meeting, you could—

- ask about the types of opportunities vocational teachers have to recommend changes and improvements in their facilities
- discuss the effects that changes in enrollment, instructional approach, technology, etc., have had in the past on programs in your service area, and future changes that can be expected
- ask to examine any checklists for evaluating facilities these persons may have available
- ask to examine any written improvement plans these persons have on file
- discuss the most effective ways to get such plans approved and implemented

The following items check your comprehension of the material in the information sheet, Improving Your Vocational Facilities, pp. 6–13. Each of the four items requires a short essay-type response. Please explain fully, but briefly.

SELF-CHECK

1. Respond to this statement: "It is the job of the vocational teacher to teach—it is the responsibility of the school administration to provide the proper facilities."

2. Why should you call on other people to help you evaluate your vocational facilities and recommend improvements?

3. How can the facilities for vocational training possibly keep pace with the rapid technological change of modern business and industry—especially since many schools have only limited resources?

4. Suppose that while you are telling your school administrator about how urgently your vocational facilities need improvement, he or she interrupts to say, "I appreciate your desire to improve your program, but I need more than that before I go to the board for money. What evidence do you have that these changes are really necessary?" How do you respond?

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. In education, responsibilities can't be divided so neatly. It is true that your primary task as a vocational teacher is that of instructing students. It is also true that administrators have overall responsibility for the school building and capital improvements. However, both you and your administrator must work cooperatively if the best possible instructional facilities are to be provided.

   Only you can understand the technological change taking place in your occupation and interpret what this means in terms of the need for new or improved facilities. You are the person most directly affected by a new curriculum approach that is about to be installed. Because you work in your laboratory daily, you are aware of any shortcomings and problems of space and equipment.

   What may look to the eye of the administrator to be a perfectly adequate facility may actually be in urgent need of improvement. It is up to you to call this to the attention of the appropriate persons, not only in general terms, but in specific detail, with recommendations for change. Given the necessary information, the administration can work together with you to make decisions on what must be accomplished, where to find the support and funds to do the job, and how to bring the vocational facilities to the standards required to adequately prepare students to enter the occupation.

2. There are are two basic reasons for involving other people in the task of improving your vocational facilities: (1) for the information and perspective they can provide, and (2) for the support they can give to your plan of improvement.

   Fellow teachers, administrators, advisory committee members, and community representatives can help evaluate your facilities in perhaps a more objective and detached manner than you might be able to do yourself. They also may bring fresh perspectives and creative ideas based on their own experience. This kind of expertise can be very valuable to you as you develop your specific plans for improvement.

   When people are involved in the evaluation and planning process, they are far more likely to support your final plans as you present them to the school and community. In a sense, your plans have become their plans, and they tend to identify with your success. You may be able to call on these people, then, to endorse your plans and speak on behalf of your program. As participants, they will have gained considerable understanding of your program and its facilities, and can thus speak with some authority about its needs.

3. Admittedly, it is difficult for vocational education programs with limited resources to match the enormous potential of business and industry to cope with change and innovation. However, it must be done in some form if students are going to be prepared to enter the occupation as effective beginning workers. It is a tribute to vocational educators everywhere that fine, up-to-date, and relevant vocational facilities do, in fact, exist.

   Vocational teachers must be constantly on the alert for ways in which to improve their facilities in the most efficient and least expensive ways possible. As a piece of equipment begins to show signs of old age or wear, you should be prepared with recommendations for a new and modern replacement for it. Gifts of tools and equipment can be sought from business and industrial sources. Some equipment can be modernized and improved by being rebuilt or by replacing certain parts. Large-scale or complex operations may have to be taught in a simplified or small-scale form. One way in which you may be able to provide instruction in new areas that are beyond the scope of your facilities is to arrange field experiences for your students. The necessity for doing this may give you additional leverage for improving your own facilities.

   A school or college that has committed itself to providing a particular occupational training program must be prepared to back it up with good facilities, even if this is costly. Your job as a teacher is to make a realistic assessment of

the needs and costs, and prepare plans for improvement. The solution to vocational facilities problems can surely be found.

4. From the statement we have, it sounds as though you have been talking in a general way about your need for improved facilities and, perhaps, venting your feelings about their present inadequacy. If this is true, it is hardly the way to go about it. You need to go to your administrator with facts, data, and well-worked-out plans. Only in this way can you get beyond the casual talking (or griping) stage and move toward firm decisions and plans for action.

   Assuming you have done your homework, at this point you should be able to present all the evidence your administrator needs to support your request for improved facilities. You should be able to show that you made a thorough assessment of present conditions in your facility, leading to a list of deficiencies or of areas for modernization. You should have information about technological advances in your field, described so as to be intelligible to someone who is not an expert in the field. You should be able to demonstrate, perhaps by charts and graphs, how present trends in the occupation or in education are going to affect your facilities in the future, and how you have planned to meet these effects.

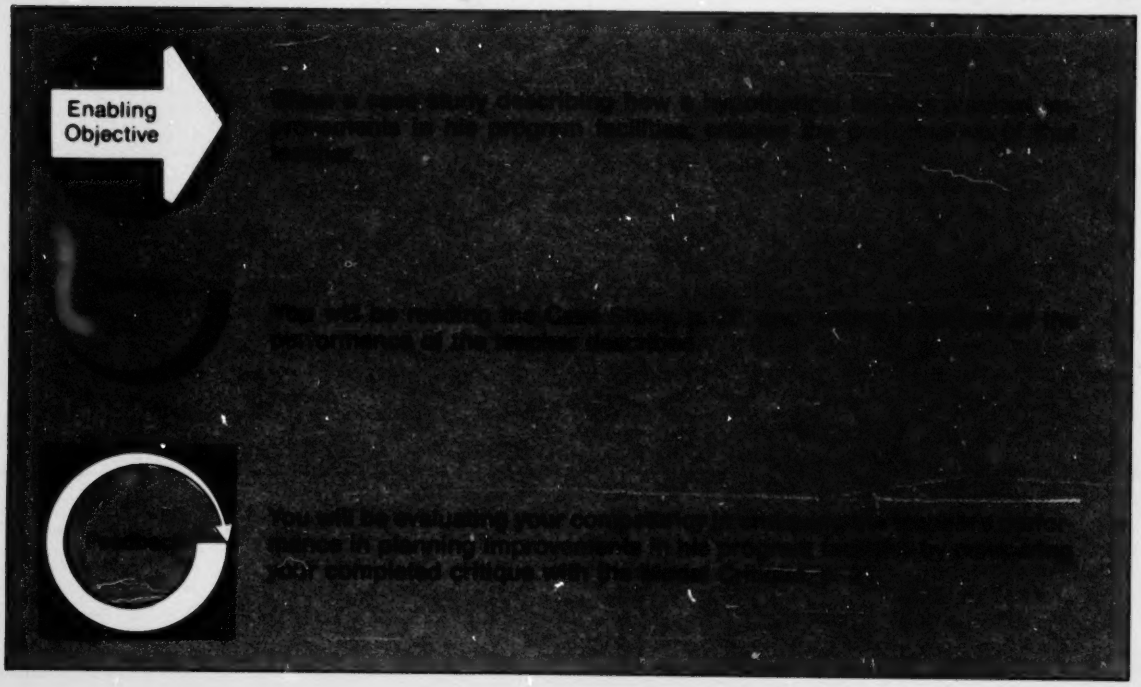
   The administrator will also need specific ideas about how you expect to reorganize or refurbish your facilities. Written descriptions should be accompanied by drawings, plans, and estimates of costs. It would be very wise to be able to show your administrator how you went about selecting priorities for improvement from all that might need to be done.

   All this information should have been gathered, organized, and set down on paper **before** you approached your administrator with a request for assistance. In this way, you can show that you have done a thorough and defensible job of thinking through the problem of improving your vocational facilities.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Improving Your Vocational Facilities, pp. 6–13, or check with your resource person if necessary.

Learning Experience II

OVERVIEW



The following Case Study describes how Mr. Printz, a drafting teacher, identified the need for improved facilities and the steps he took to acquire those facilities. As you read, try to determine what Mr. Printz is doing right, and what he is doing wrong. Then, prepare a written critique of Mr. Printz' performance in arranging for the improvement of his vocational facilities.

CASE STUDY

It had not been a good day. Mr. Printz sat in the office of his drafting room feeling both angry and depressed as he thought about what had happened. After weeks of work planning for his new vocational drafting room, he had been called on the carpet by his school administrator and told that he had been way off base and that he had better rethink his whole plan. Mr. Printz resented this. Not only had he spent much of his own time on the project, but it had all been done solely to improve the drafting program and help improve instruction for his students.

Mr. Printz remembered how he had gotten all fired up about adding an instructional unit in computerized drafting until he realized that his facilities simply wouldn't be adequate for this addition to the curriculum. He had decided that the program really needed a computerized drafting table and several other new pieces of equipment. The present room was certainly not suitable for the revised program he envisioned, so the only thing to do was to plan for an entirely remodeled facility. He had gotten down to work on it quickly and had followed through systematically—or so it had seemed to him at the time. Now, he looked over his plan of attack to see where he had gone wrong. These were the steps he had listed and accomplished.

1. Make a list of all the new equipment needed to improve and expand the drafting program to include computerized drafting.
2. Ask local vendors to submit bids on new equipment.
3. Make preliminary sketches of a new vocational drafting facility to house the new program.
4. Visit the local General Electric plant to inspect their engineering department and get up-to-date ideas for the school program.
5. Revise the sketches and prepare complete drawing of the proposed facilities.
6. Contact the central office of the school system and a local contractor for an estimate of cost for the facility.
7. Approach several members of the advisory committee and local industrial leaders for possible donations of equipment and building funds.
8. Report to the school administrator to show him the drawings and plans, and obtain approval for the project.

As he looked at his beautiful drawings and thumbed through the cost estimates, Mr. Printz felt that the administrator just didn't appreciate how much time and effort he had put into it. Now, he had been told there was simply no chance to get the new facility he had so wanted. It was certainly a blue Printz who sat there wondering what he had done wrong.

Compare your completed written critique of the Case Study with the Model Critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

There is no question of the sincerity and enthusiasm of Mr. Printz or of his interest in improving the drafting program for his students. He devoted his own time and energy to the task, and employed his considerable skill in drawing and planning to try to make the project successful. He seems to have done all this on his own, with little or no encouragement or assistance from others.

Perhaps, the last statement above is a basic reason for the disappointing turn of events. Mr. Printz tried to do everything himself without involving others who needed to be informed and who could have contributed much to the planning process. Instead, he had developed grandiose plans that in the end were shown to be unrealistic even though they might have been desirable. In the process, he evidently antagonized the administrator who could have given him help and direction.

It appears that Mr. Printz made a decision entirely on his own that a completely new facility was required. There is no evidence that there was a possibility of getting this facility. A more reasonable approach would have been to make a careful evaluation of his present facility, using some form of checklist or evaluation criteria. After comparing the present resources with his proposed needs, he would have been in a good position to prepare plans. At this stage, he should have requested suggestions and reactions from students, other faculty, and the school administration. His program advisory committee could have reviewed his estimated needs and given their support to the proposals as he sought approval to go ahead and develop detailed, realistic plans.

It was unfortunate that Mr. Printz went ahead on his own and contacted the school planning office, an equipment vendor, a local contractor, and potential donors. This is a sure way to embarrass the school administration and create antagonism. While it is often a necessary part of the planning and development process, it should be done only after fundamental approval of the project has been obtained from the administration.

The visit to the local industrial engineering department was a good idea, though of course a teacher must be able to adapt ideas gained there to the school setting. Mr. Printz might have gone one step further and visited a modern school drafting department to see what kind of facilities they had. He could also have reviewed periodicals in the field of drafting and graphics to get some practical suggestions for improving his own facility.

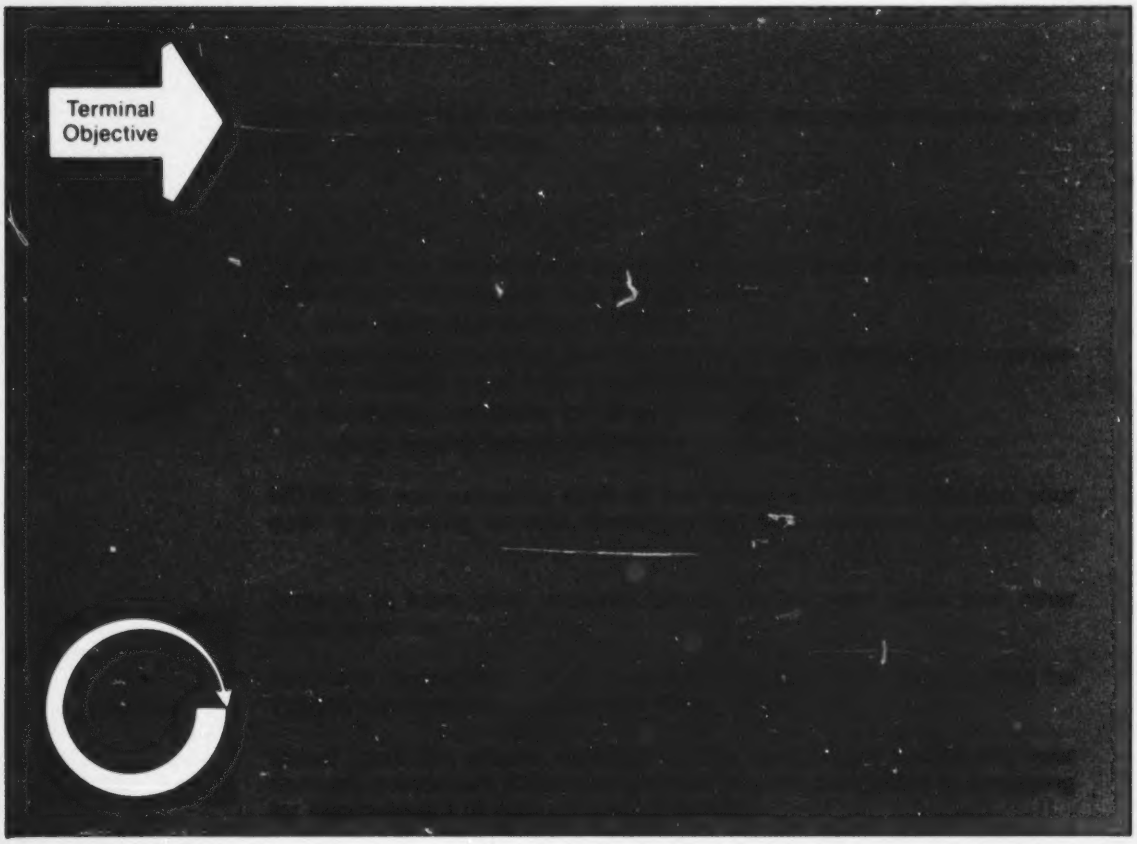
It would have been best for Mr. Printz to have gotten administrative approval early in his efforts so that he would have some idea of the possibilities for improving the facilities and the financial resources that might be available. This may well have resulted in the approval of some minor remodeling and the addition of one or two new pieces of equipment. At that time, agreement could have been reached concerning the source of the necessary funds, or the approach needed to secure additional funding. All of this could then have culminated in a complete proposal, carefully organized and logically presented so that it would be easy for all interested persons to understand. It looks like Mr. Printz needs to start again with a clean sheet of paper, a sharpened sense of perspective, and redrawn procedures.

LEVEL OF PERFORMANCE: Your completed critique should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Improving Your Vocational Facilities, pp. 6–13, or check with your resource person if necessary.

NOTES

Learning Experience III

FINAL EXPERIENCE



*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Arrange for Improvement of Your Vocational Facilities (E–3)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
In planning for the expansion and improvement of the vocational facility, the teacher:						
1. evaluated the adequacy of the existing facility in terms of: a. present and projected enrollment	☐	☐	☐	☐		
b. safety, health, and environmental standards	☐	☐	☐	☐		
c. ability to help students achieve program goals and objectives	☐	☐	☐	☐		
2. involved students, teachers, advisory committee, and interested others in planning for improved facilities	☐	☐	☐	☐		
3. identified technological advances which might affect facility planning	☐	☐	☐	☐		
4. identified possible changes in student body (handicapped, women, etc.) that might affect facility needs	☐	☐	☐	☐		
5. identified possible innovations in instructional approach that might affect facility needs	☐	☐	☐	☐		
6. developed ideas and solutions for improving the facilities	☐	☐	☐	☐		
7. developed written descriptions, sketches, and plan drawings to describe proposed changes	☐	☐	☐	☐		
8. established priorities for improving the various components of the facility	☐	☐	☐	☐		
9. determined estimated costs of proposed improvements	☐	☐	☐	☐		
10. obtained information from school or college personnel concerning the data to be included in the facilities improvement plan	☐	☐	☐	☐		
11. obtained approval and support for the improvement plan from the advisory committee and concerned others	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
12. followed accepted institutional procedures in preparing the plans and submitting them to the administration ..	☐	☐	☐	☐		
13. maintained continued effort to have the improvement plan implemented	☐	☐	☐	☐		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and the resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G–1 Develop a School-Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H–2 Establish a Student Vocational Organization
H–3 Prepare Student Vocational Organization Members for Leadership Roles
H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Student Vocational Organization
H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I–1 Keep Up-to-Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

AAVIM
American Association for Vocational Instructional Materials
120 Engineering Center • Athens, Georgia 30602 • (404) 542–2586